

# Unit Planning Guide: Grade 3 Unit 8 of 9

Unit Title: Realistic Fiction: Stories Matter	Pacing (Duration of Unit): 4 weeks 31-34
Grade: 3	Buffer Day(s):4

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
 RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

**RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).**

**MA.ELA.RL.3.8a Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia)**

**W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly**

**W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension**

**W.3.2b Develop the topic with fact, definitions, and details.**

**W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**

**W.3.2d Provide a concluding statement or section**

**SL.3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

#### WiDA Standards (ELL)

##### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their ideas and understanding in light of the discussion

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.3.3b Recognize and observe differences between the conventions of spoken and written English.**

**L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.**

**L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)**

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

#### Big Ideas:

- Realistic fiction helps us to understand our own lives and the lives of others
- Many characters' problems and responses to those problems are universal across cultures, families, and friends.
- All of the story elements such as setting, character, problem/goal, events, solution connect to tell a story.
- We understand a character by making inferences from how the character acts, what the character says and/or thinks, and what others say about the character.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Why do we read realistic fiction?
- How do story elements connect and help us to understand realistic fiction?
- How does understanding a character help us to understand ourselves?
- Why is it important to share our ideas about reading?

### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The basic story elements expected in any narrative text.
- The characteristics of realistic fiction: settings that can be real, characters who behave like real people and problems that are believable.
- Strategies for understanding a character by identifying how the character acts, what the character says and/or thinks, and what others say about the character.
- The writing technique of “show, don’t tell.”
- The role of illustrations in a story and how they contribute to the mood of the setting or characters.
- Rules for effective speaking and listening when discussing and sharing ideas from texts.

**Key Academic Vocabulary**

Character traits

Infer

Analyze

Realistic

Fiction

Problems

Believable

**Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Previewing a book to determine if it is realistic fiction and explaining why
- Identifying important information related to the story element, such as setting, characters, problem, events and solution, while reading.
- Summarizing a text based on the important information for each story element.
- Making inferences to describe a character and explain why he/she changed in a story.
- Discussing ideas from a text with peers, using agreed-upon rules for discussion.
- Responding to a general, open-ended question about a story in writing.
- Using the writing process to develop a writing piece.